

Tennessee English Language Arts Standards

English III

Standard 1- Language

Conceptual Strand 1

Standard American English conventions and vocabulary are essential to effective communication and to success in college classrooms and workplaces.

Guiding Question 1

How does language usage reflect mastery of Standard English and its conventions?

Course Level Expectations

CLE 3003.1.1 Demonstrate control of Standard English through the use of grammar, usage, and mechanics (punctuation, capitalization, and spelling).

CLE 3003.1.2 Employ a variety of strategies and resources to determine the definition, pronunciation, etymology, spelling, and usage of words and phrases.

CLE 3003.1.3 Understand and use correctly a variety of sentence structures.

CLE 3003.1.4 Consider language as a reflection of its time and culture.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **3003.1.1** Apply a variety of strategies to correct sentence fragments and run-on sentences.
- ✓ **3003.1.2** Know and apply a variety of sentence-combining techniques.
- ✓ **3003.1.3** Know and use correctly Standard English conventions for punctuation, capitalization, and spelling.
- ✓ **3003.1.4** Be aware of the power of language well-used as a reflection and change agent of its time and culture (e.g., political correctness, ethnic identity, persuasion).
- ✓ **3003.1.5** Use roots and affixes to determine or clarify the meaning of specialized vocabulary across the content areas (e.g., antecedent, antebellum, circumference, millimeter, amphibian, heterogeneous).
- ✓ **3003.1.6** Use the origins, history, and evolution of words and concepts to enhance understanding.

- ✓ **3001.1.7** Consider why certain words have come into the English language or undergone a semantic change within the last fifteen year.
- ✓ **3003.1.8** Demonstrate understanding of phrases taken from other languages (e.g., *ad hoc*, *enfant terrible*, *cause celebre*).

State Performance Indicators

SPI 3003.1.1 Demonstrate the correct use of commas and lesser-used punctuation marks (e.g., hyphens, dashes, colons) in complex and sophisticated constructions.

SPI 3003.1.2 From a group of grammatically-correct sentences, choose the clearest, most coherent sentence.

SPI 3003.1.3 Differentiate between parallel and nonparallel constructions.

SPI 3003.1.4 Identify the pattern of challenging complex sentences.

SPI 3003.1.5 Use phrases and clauses in a variety of ways to create sophisticated complex sentences.

SPI 3003.1.6 Use previously learned techniques such as recognizing cognates, root words, affixes, foreign phrases, allusions, and textual context to identify unfamiliar words.

SPI 3003.1.7 From a given list, choose the word that has entered the English language within the last fifteen years.

SPI 3003.1.8 Choose correctly or incorrectly spelled words.

SPI 3003.1.9 Proofread for errors in capitalization and punctuation.

SPI 3003.1.10 Identify pronoun antecedents in complex sentence constructions and correct ambiguous references.

SPI 3003.1.11 Correctly choose verb forms in terms of tense, voice (i.e., active and passive), and mood for continuity.

Standard 2: Communication

Conceptual Strand 2

Effective communication through clear and persuasive expression and attentive listening is necessary for success in the workplace, school, and the larger community.

Guiding Question 2

What communication skills are essential to achieve success in the workplace and in leisurely pursuits?

Course Level Expectations

Listening

CLE 3003.2.1 Demonstrate critical listening skills essential for comprehension, evaluation, problem solving, and task completion.

CLE 3003.2.2 Analyze the style and structure of a complex speech.

Speaking

CLE 3003.2.5 Understand strategies for expressing ideas clearly and effectively in a variety of oral contexts.

CLE 3003.2.6 Deliver effective oral presentations.

CLE 3003.2.7 Participate in work teams and group discussions.

Checks for Understanding (Formative/Summative Assessment)

Listening

- ✓ **3003.2.1** Follow multi-tasked or multi-dimensional spoken instructions to perform a specific role in a task, answer difficult questions, and solve challenging problems.
- ✓ **3003.2.2** Identify the thesis of a complex speech in which ideas may be abstract, theoretical, and philosophical and in which the organization is not necessarily linear, but may proceed from point to point; distinguish the essential and less important details that may subtly elaborate it.
- ✓ **3003.2.3** Summarize concisely information presented orally by others including the purposes, major ideas, and supporting details or evidence, and demonstrate the ability to distinguish more important from less important details.

- ✓ **3003.2.4** Paraphrase accurately multiple, challenging ideas and information presented orally by others.
- ✓ **3003.2.5** Analyze the ways in which the style, structure, and rhetorical devices of a challenging speech support or confound its meaning or purpose, taking into account the speaker's nonverbal gestures, credibility, and point of view.
- ✓ **3003.2.6** Listen actively in group discussions by asking clarifying, elaborating, and synthesizing questions and by managing internal (e.g., emotional state, prejudices) and external (e.g., physical setting, difficulty hearing, recovering from distractions) barriers to aid comprehension.

Speaking

- ✓ **3003.2.7** Include abstract and theoretical ideas, valid arguments, substantive and relevant details, and sound evidence to support complex points effectively.
- ✓ **3003.2.8** Organize oral presentation on a complex topic by breaking the topic into parts accessible to listeners, emphasizing key concepts or points, and closing with a recommendation or observation on the relevance of the subject to a wider context.
- ✓ **3003.2.9** Provide a coherent and effective conclusion that reinforces the presentation in a powerful way; presents the topic in a new light (e.g., as a call to action, placing the topic in context to emphasize its importance) and brings the talk to a clear and logical close.
- ✓ **3003.2.10** Use effective rhetorical devices such as:
 - rhetorical question to engage the audience;
 - parallelism and repetition to reinforce ideas;
 - analogies to convey complex ideas;
 - metaphors and similes to develop ideas on multiple levels;
 - alliteration to call attention to ideas and fix them in the audience's mind;
 - hyperbole or understatement for humor or impact;
 - antithesis to establish contrasting relationships; and,
- ✓ **3003.2.11** Employ presentation skills including good eye contact, correct enunciation, appropriate rate and volume, effective gestures.
- ✓ **3003.2.12** Participate productively in self-directed work teams for a particular purpose (e.g., to interpret literature, solve a problem, make a decision), including:

Behavior of Individuals within the Group

- Clarify, summarize, and paraphrase essential information from group members' input.

- Contribute relevant and appropriate information that move the team towards its goals.
- Ask relevant and challenging questions.
- Gain the floor in orderly, respectful ways and listen to and respond with civility to the ideas of others.

Goals and Aims of the Group

- Understand the purpose for working as a team and work according to that purpose.
- Develop and articulate the goals for the team work and design tasks and strategies to reach the stated goal.
- Identify the needs of the team or group and evaluate and share various resources (e.g., texts, experts, Web sites) to respond to those needs.

Group Dynamics and Roles

- Assign and develop roles and responsibilities for team members based on an understanding of their strengths and weaknesses and the dynamics of the team.
- Identify and assign task(s) and develop a timeline for completion.
- Establish group agreements and ensure appropriate contributions are respected by the team.
- Use appropriate decision-making processes by coming to a consensus or by following the majority.
- Monitor whether the team dynamics are fostering achievement of the goal (e.g., monitor whether other team members are understanding and following discussion, seek additional ideas, summarize progress).

State Performance Indicators

SPI 3003.2.1 Identify the thesis and main points of a complex speech.

SPI 3003.2.2 Discern the structure of a complex speech (e.g., sequential, problem-solution, compare-contrast, cause-effect).

SPI 3003.2.3 Select the best paraphrase of a complex speech.

SPI 3003.2.4 Identify the rhetorical devices used in a complex speech (i.e., rhetorical questions, parallelism, metaphor, simile, hyperbole, antithesis).

SPI 3003.2.5 Select the most appropriate strategies for participating productively in a work team.

Standard 3-Writing

Conceptual Strand 3

The ability to write clearly and coherently for a variety of purposes to a variety of audiences is vital to individual success.

Guiding Question 3

How will students demonstrate their ability to write effectively for a variety of purposes and audiences?

Course Level Expectations

CLE 3003.3.1 Write in a variety of modes, with particular emphasis on persuasion, for a variety of purposes and audiences.

CLE 3003.3.2 Employ a variety of prewriting strategies.

CLE 3003.3.3 Organize ideas into an essay with a thesis statement in the introduction, well-constructed paragraphs, a conclusion, and transition sentences that connect paragraphs into a coherent whole.

CLE 3003.3.4 Revise documents to develop or support ideas more clearly, address potential objections, ensure effective transitions between paragraphs, and correct errors in logic.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **3003.3.1** Write in a variety of modes (e.g., a summary; an explanation; a description; a creative expression; a literary analysis, informational, research, or argumentative essay).
- ✓ **3003.3.2** Create sophisticated, complex work-related texts (e.g., instructions, directions, letters, bios, memos, proposals, project plans, work orders, reports) that employ the following strategies:
 - Select a medium or format appropriate to purpose for writing.
 - Vary strategies to achieve complex purposes.
 - Sustain consistent and effective focus on audience through format, ideas, and word choice.
 - Anticipate potential problems, mistakes, and misunderstandings and respond to counterarguments.
 - Translate technical language into non-technical English when necessary.
 - Provide specific ideas, extended examples, and appropriate comparisons to support the main points in the text.
 - Use an organizational strategy appropriate for medium, purpose, and audience.

- Follow customary formats (e.g., use salutation, closing and signature for business letters, and format for memos).
 - Format text purposefully and effectively to support comprehension and enable the reader to find information quickly and easily (e.g., format by designing graphics to convey complex information).
 - Employ formatting and varied visual elements to guide the reader (e.g., headings, bulleted lists, effective use of white space on the page).
 - Include clear and purposeful illustrative material to support ideas effectively in the text.
- ✓ **3003.3.3** Develop topics that address unfamiliar and abstract removed from students' personal experiences and require in-depth analysis.
 - ✓ **3003.3.4** Use a variety of strategies when appropriate (e.g., comparisons, anecdotes, detailed descriptions) to provide facts, details, reasons, and examples that support the thesis.
 - ✓ **3003.3.5** Develop and elaborate on ideas as appropriate to audience and anticipate and respond to readers' potential questions and counterarguments.
 - ✓ **3003.3.6** Include relevant, specific, and compelling details.
 - ✓ **3003.3.7** Employ organizational structures and support, and incorporate multiple patterns when appropriate (e.g., combine question-answer and compare-contrast and utilize cause-and-effect as one example of comparison).
 - ✓ **3003.3.8** Create text features (e.g., headings subheadings, formatting) as appropriate to signal important points.
 - ✓ **3003.3.9** Use transitions to signal organizational patterns and to connect and contrast, and ideas.
 - ✓ **3003.3.10** Use precise language appropriate to audience and purpose (e.g., connotative words in essays, exact terminology in technical writing).
 - ✓ **3003.3.11** Use compelling verbs and a variety of figurative language (e.g., irony, caricature, symbols, allusions) to meet the needs of audience and purpose.
 - ✓ **3003.3.12** Use clear sentence structure in developing increasingly complex syntax. (e.g., combining short sentences, varying sentence beginnings, using a variety of sentence types, incorporating parallel structures).
 - ✓ **3003.3.13** Demonstrate control of Standard English through correct application of grammar, usage, and mechanics.

- ✓ **3003.3.14** Employ grammar, usage, and mechanics as rhetorical tools, using incorrect structures as appropriate for effect (e.g., utilize short sentences or fragments for effect or have a single-sentence paragraph for effect).
- ✓ **3003.3.15** When other sources are used or referenced (e.g., in research, informational, or literary essays), adhere to the following:
 - Skillfully acknowledge source material (create a reliable bibliography, list of works cited, and/or works consulted).
 - Cite sources using a standard format appropriate to the discipline (e.g., MLA, APA), with a high degree of accuracy.
 - Strategically and skillfully quote, paraphrase, or summarize text, ideas, or other information taken from print or other electronic sources.
 - Incorporate ideas and quotations effectively and correctly within text.
 - Embed quotations and graphics from other sources, when appropriate.
- ✓ **3003.3.16** Generate notes while collecting information.
- ✓ **3003.3.17** Create a detailed outline based on research, note-taking, or other method of generating content.
- ✓ **3003.3.18** Edit writing for mechanics (e.g., punctuation, capitalization), spelling, grammar (e.g., pronoun-antecedent relationship, use of modifying phrases), style (e.g., eliminating verbiage), and tone and mood as appropriate to audience, purpose, and context.
- ✓ **3003.3.19** Drawing on reader's comments, revise papers to focus on the thesis, develop ideas, address potential objections, employ effective transitions, identify a clear beginning and ending, correct logic errors, and identify areas for further development.
- ✓ **3003.3.20** Use software (e.g., Photoshop, Acrobat, Dreamweaver, Pagemaker) to incorporate both basic and specialized effects into writing.
- ✓ **3003.3.21** Determine how and when to employ technology effectively in written communication.
- ✓ **3003.3.22** Practicing writing to a persuasive prompt within a specified time.
- ✓ **3003.3.23** Demonstrate confidence in using the Tennessee Writing Assessment Rubric while evaluating one's own writing and the writing of others.
- ✓ **3003.3.24** Refine the techniques of a persuasive essay, including logical reasons, coherent organization, rebuttal arguments, rhetorical devices, and relevant illustrations.

State Performance Indicators

SPI 3003.3.1 Choose the most effective order of sentences in a paragraph.

SPI 3003.3.2 Select the thesis statement in a writing sample or passage.

SPI 3003.3.3 Select the most precise word from a given list of synonyms.

SPI 3003.3.4 Select the most vivid and compelling word to strengthen a description.

SPI 3003.3.5 Use a variety of strategies to combine a simple set of sentences into a longer, more complex sentence.

SPI 3003.3.6 Demonstrate knowledge of correct outline format and parallel construction.

SPI 3003.3.7 Identify a statement that reveals the writer's attitude.

SPI 3003.3.8 Identify the targeted audience for a selected passage.

SPI 3003.3.9 Determine the writer's purpose in a writing sample.

*****Writing is also assessed through the writing component of the Tennessee Comprehensive Assessment Program (TCAP). The TCAP Writing Assessment requires students to write a rough draft essay in response to an assigned writing prompt within a limited time period. Fifth-grade students are asked to write a narrative essay, eight-grade students an expository essay, and eleventh-grade students a persuasive essay. The writing samples are scored holistically.**

Standard 4: Research

Conceptual Strand 4

Effective researchers have the ability to frame, analyze, and solve problems, while building on and evaluating the credibility of existing research.

Guiding Question 4

How can students develop the ability to find and incorporate reliable, valid research materials into their original work and give appropriate credit to sources?

Course Level Expectations

CLE 3003.4.1 Define and narrow a problem or research topic.

CLE 3003.4.2 Gather relevant information from a variety of print and electronic sources, as well as from direct observation, interviews, and surveys.

CLE 3003.4.3 Make distinctions about the credibility, reliability, consistency, strengths, and limitations of resources, including information gathered from Web sites.

CLE 3003.4.6 Write an extended research paper, using primary and secondary sources and technology and graphics, as appropriate.

CLE 3003.4.7 Use a standard format to arrange text, to cite sources correctly, and to document quotations, paraphrases, and other information.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **3003.4.1** Focus on a complex topic that is sufficiently narrow to examine in depth and that has adequate information available.
- ✓ **3003.4.2** Take and organize notes on relevant knowledge, identifying multiple perspectives and areas for research.
- ✓ **3003.4.3** Focus on relevant data that are complex and theoretical, as well as factual.
- ✓ **3003.4.4** Reference relevant primary, secondary, and tertiary sources, demonstrating a systematic search of resources that are recent and important and are written by authorities to a well-informed audience.
- ✓ **3003.4.5** Select reliable resources using appropriate criteria and avoiding the overuse of any one source.
- ✓ **3003.4.6** Collect evidence in varied ways to answer the research question (e.g., gathering relevant, reasons, examples, and facts; defining key terms; setting up comparisons; analyzing relationships such as cause and effect).

- ✓ **3003.4.7** Craft an introductory section including the limits of a research question, the perspective of the paper, a definition of terms, and a statement of the thesis.
- ✓ **3003.4.8** Maintain coherence through the consistent and effective use of connective transitions.
- ✓ **3003.4.9** Create an effective organizing structure based on complex research information, sometimes using multiple organizing structures within the essay.
- ✓ **3003.4.10** Craft an effective conclusion, answering the research question, explaining the significance of the research findings, making appropriate recommendations, and suggesting future research needs.
- ✓ **3003.4.11** Skillfully acknowledge source material (create a reliable bibliography or list of works cited and/or works consulted).
- ✓ **3003.4.12** Cite sources using a standard format appropriate to the discipline (e.g., MLA, APA), with a high degree of accuracy.
- ✓ **3003.4.13** Skillfully and strategically quote, paraphrase, or summarize text, ideas, or other information taken from print or other electronic sources.
- ✓ **3003.4.14** Accurately and skillfully embed graphics and quotations, when appropriate.
- ✓ **3003.4.15** Use a consistent and effective format, including a title, an abstract, a contents page, numbered pages, and a bibliography.
- ✓ **3003.4.16** Use graphics and illustrative material effectively to support and enhance research ideas.

State Performance Indicators

SPI 3003.4.1 Select the research topic with the highest degree of focus.

SPI 3003.4.2 Differentiate between primary and secondary sources.

SPI 3003.4.3 Evaluate the reliability and credibility of sources for use in research.

SPI 3003.4.4 Evaluate the validity of Web pages as sources of information.

SPI 3003.4.5 Determine which statement presents an opposing view from those stated on a Web page.

SPI 3003.4.6 Select correctly-formatted bibliographic citations.

SPI 3003.4.7 Identify information that must be cited or attributed within a writing sample.

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Standard 5: Logic

Conceptual Strand 5

Logic develops the skills of reasoning soundly, thinking critically, arguing persuasively, and drawing appropriate conclusions.

Guiding Question 5

How can students develop and demonstrate the ability to apply logic in a sound and systematic way?

Course Level Expectations

CLE 3003.5.1 Evaluate an argument, considering false premises, logical fallacies, and quality of evidence presented.

CLE 3003.5.2 Analyze the logical features of an argument.

CLE 3003.5.3 Analyze written and oral communication for persuasive devices.

CLE 3003.5.4 Understand the distinction between a deductive and inductive argument.

Checks for Understanding (Formative / Summative Assessment)

- ✓ **3003.5.1** Describe the structure of a multi-faceted argument with an unstated main claim and explicit or implicit premises.
- ✓ **3003.5.2** Evaluate the relevance, quality, and sufficiency of evidence used to support or oppose an argument.
- ✓ **3003.5.3** Identify established methods (e.g., scientific, historical) used to distinguish between factual claims and opinions.
- ✓ **3003.5.4** Distinguish between evidence which is directly stated and evidence which is implied within an argument.
- ✓ **3003.5.5** Identify false premises and explain the role they play in argumentation.
- ✓ **3003.5.6** Analyze common logical fallacies (e.g., the appeal to pity, the personal attack, the appeal to common opinion, and the false dilemma).
- ✓ **3003.5.7** Explain and the differences among evidence, inferences, assumptions, and claims in argumentation (e.g., explain and evaluate op-eds, commercials, political cartoons, philosophical arguments).
- ✓ **3003.5.8** Analyze and explain how a variety of logical arguments reach different and possibly conflicting conclusions on the same topic.

- ✓ **3003.5.9** Identify and analyze the stylistic and rhetorical devices that are used to persuade in written and oral communication. Recognize that these devices accompany arguments but are not necessarily logically connected to them (e.g., loaded terms, caricature, leading questions, false assumptions).

State Performance Indicators

SPI 3003.5.1 Identify the rhetorical devices used in constructing an argument.

SPI 3003.5.2 Identify the logical fallacy (i.e., the appeal to pity, the personal attack, the appeal to common opinion, the false dilemma) of a given argument.

SPI 3003.5.3 Differentiate between the implied and stated evidence of a given argument.

SPI 3003.5.4 Identify a statement that reveals the writer's biases, assumptions, or values within a writing sample.

SPI 3003.5.5 Select a rebuttal statement that best refutes the writer's viewpoint.

Standard 6- Informational Text

Conceptual Strand 6

Most texts are informational in nature and require a comprehensive skill set different from those needed for recreational reading.

Guiding Question 6

What specific strategies and skills are required in order to understand and interpret various informational texts?

Course Level Expectations

CLE 3003.6.1 Follow extended multi-tasked or multi-dimensional instructions in somewhat complex informational and technical texts.

CLE 3003.6.2 Comprehend and summarize the main ideas of somewhat complex informational texts and determine the essential elements that elaborate them.

CLE 3003.6.3 Analyze the ways in which a text's organizational structure supports or confounds its meaning or purpose.

CLE 3003.6.4 Read, interpret, and analyze graphics that support informational texts.

Checks for Understanding (Formative/Summative Assessments)

- ✓ **3003.6.1** Recognize clear or subtle and implied relationships among ideas (e.g., cause-effect, comparative, sequential) in complex informational texts.
- ✓ **3003.6.2** Summarize in a concise and well-organized way the main ideas, supporting details, and relationships among ideas in complex informational and technical texts.
- ✓ **3003.6.3** Synthesize information across multiple complex informational and technical texts.
- ✓ **3003.6.4** Evaluate the ways in which a complex text's unconventional organizational structure supports or confounds its meaning.
- ✓ **3003.6.5** Comprehend and evaluate complex information presented graphically.
- ✓ **3003.6.6** Evaluate complex informational and technical texts for their clarity, simplicity, and coherence and for the appropriateness of their graphics and visual appeal.
- ✓ **3003.6.7** Follow extended multi-tasked or multi-dimensional instructions in complex informational or technical texts.

State Performance Indicators

SPI 3003.6.1 Analyze information presented graphically in a complex informational or technical passage.

SPI 3003.6.2 Discern the stated or implied main idea and supporting details of a complex informational or technical passage.

SPI 3003.6.3 Select the clearest, most concise summary of a complex informational passage.

SPI 3003.6.4 Select the best synthesis of a given set of information.

SPI 3003.6.5 Identify the organizational pattern of an informational or technical text.

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Standard 7- Media

Conceptual Strand 7

An ability to understand and analyze media and technology will be vital, ongoing life skills.

Guiding Question 7

What strategies will help students become thoughtful users of information coming from a wide variety of media?

Course Level Expectations

CLE 3003.7.1 Evaluate the aural, visual, and written images and other special effects used in television, radio, film, and the Internet for their ability to inform, persuade, and entertain.

CLE 3003.7.2 Examine the agreements and conflicts between the visual (e.g., media images, painting, film, graphic arts) and the verbal.

CLE 3003.7.3 Recognize how visual and sound techniques or design (e.g., special effects, camera angles, music) carry or influence messages in various media.

CLE 3003.7.4 Apply and adapt the principles of written composition to create coherent media productions using effective images, text, graphics, music and/or sound effects-if possible-and present a distinctive point of view on a topic (e.g., PowerPoint presentations, videos).

Checks for Understanding (Formative/Summative Assessment)

- ✓ **3003.7.1** Analyze and evaluate the effects on the audience of the sounds, visuals, and language used in a wide array of media.
- ✓ **3003.7.2** Identify, analyze, and evaluate the effectiveness of the relationship between visual elements (e.g., media images, painting, film, and graphic arts) and verbal messages in virtually any media, emphasizing the cultural context, audience, and purpose.
- ✓ **3003.7.3** Evaluate the effectiveness of conventional and unconventional visual and sound techniques and design elements (e.g., special effects, camera angles, lighting, and music in television or film; layout, pictures, and typeface in newspapers, magazines, and print advertisements; layout, navigation, and links interactive features on Web sites) to achieve specific purposes and deliver specific messages.

- ✓ **3003.7.4** Demonstrate consistent and effective audience focus through purposeful choice of medium; compelling images, words, and sounds; and focused supporting ideas.
- ✓ **3003.7.5** Understand the transactional nature of media by considering audience in preparing productions.
- ✓ **3003.7.6** Employ conventional and unconventional visual images, text, graphics, music, and/or sound effects to achieve the purposes in complex media presentations.

State Performance Indicators

SPI 3003.7.1 Draw an inference from a non-print medium.

SPI 3003.7.2 Select the type of conflict represented in a non-print medium.

SPI 3003.7.3 Determine the impact of production elements (e.g., font, color, layout, graphics, light, camera angle) on a message.

SPI 3003.7.4 Infer either the mood or tone represented in a non-print medium.

SPI 3003.7.5 Choose the intended audience for a visual medium.

Standard 8-Literature

Conceptual Strand 8

Educated members of adult society gain knowledge of themselves and others through the study of literature, thus becoming critical readers and lifelong members of literacy communities.

Guiding Question 8

What skills and strategies are necessary for students to understand literary text and to make appropriate connections among themselves, the text, and the human community?

In Tennessee, American literature is customarily taught at the junior level.

Course Level Expectations

CLE 3003.8.1 Demonstrate knowledge of significant works of American literature from the colonial period to the present and make relevant comparisons.

CLE 3003.8.2 Understand the characteristics of various literary genres (e.g., poetry, novel, biography, short story, essay, dramatic literature).

CLE 3003.8.3 Recognize the conventions of various literary genres and understand how they articulate the writer's vision.

CLE 3003.8.4 Analyze works of American literature for what they suggest about the historical period in which they were written.

CLE 3003.8.5 Comprehend and use figurative language (e.g., idioms; metaphors; similes; biblical, classical, historical, and literary allusions).

Checks for Understanding (Formative/Summative Assessment)

- ✓ **3003.8.1** Analyze a literary work, using the characteristics of the literary time period that it represents.
- ✓ **3003.8.2** Compare and contrast the elements (e.g., form, language, plot, and characters) of two works representing different literary periods (e.g., *The Scarlet Letter* and *An American Tragedy*).
- ✓ **3003.8.3** Analyze how plot developments determine characters' conflicts and dilemmas.
- ✓ **3003.8.4** Analyze function and effect of plot structure in complex literary texts.
- ✓ **3003.8.5** Identify how setting and changes in setting can affect the literary elements (e.g., plot, character, theme, tone) in complex literary texts.

- ✓ **3003.8.6** Analyze the narration and point of view in complex literary texts, in which the narrator and point of view may shift with multiple characters acting as narrators and/or with some characters serving as unreliable narrators.
- ✓ **3003.8.7** Consider the characteristics of genre and the limitations of form when interpreting complex texts.
- ✓ **3003.8.8** Identify, analyze, and evaluate the effect and use of metrics, rhyme scheme (e.g., end, internal, slant, eye), rhythm, alliteration, and other conventions of verse in complex poetry (including poetic forms such as lyric, blank verse, epic, sonnet, dramatic poetry).
- ✓ **3003.8.9** Recognize and identify the characteristics of lyric poetry, blank verse, free verse, epic, sonnet, dramatic poetry, ballad)
- ✓ **3003.8.10** Identify and analyze elements of literary drama (e.g., dramatic irony, dialogue, soliloquy, monologue, aside).
- ✓ **3003.8.11** Identify elements of literary drama and evaluate they ways in which they articulate a playwright's vision (e.g., dramatic irony, soliloquy, stage direction, dialogue) in complex plays.
- ✓ **3003.8.12** Identify, analyze, and explain the multiple levels of theme(s) within a complex literary text and of similar or contrasting themes across two or more texts.
- ✓ **3003.8.13** Analyze works of literature as reflections of the historical period in which they were written.
- ✓ **3003.8.14** Analyze texts to identify the author's attitudes, viewpoints, and beliefs and to critique how these relate to the larger historical, social, and cultural context of the texts.
- ✓ **3003.8.15** Identify and analyze the use of literary elements, such as irony, archetype, allegory, parody, satire, parable, paradox, symbol, and foreshadowing.
- ✓ **3003.8.16** Use prior knowledge and explicit study to identify the meaning of biblical, classical, historical, and literary allusions, especially those which may be more obscure or extended (e.g., references to Phaeton and Icarus in Dante's *Inferno*).
- ✓ **3003.8.17** Identify the meaning of metaphors based on common literary allusions and conceits (e.g., the dogs of war, a face that could launch a thousand ships, flying close to the sun).

State Performance Indicators

SPI 3003.8.1 Identify simile, metaphor, onomatopoeia, alliteration, personification, hyperbole, and understatement in poetry and prose.

SPI 3003.8.2 Differentiate among verbal, situational, and dramatic irony.

SPI 3003.8.3 Analyze the effect of literary point-of-view on characters, theme, and conflict of a literary work.

SPI 3003.8.4 Identify the symbol of a literary passage and determine the theme it supports.

SPI 3003.8.5 Identify standard literary elements (i.e., archetype, allegory, parable, paradox, parody, satire, foreshadowing).

SPI 3003.8.6 Analyze the impact of setting on the mood and plot of a literary passage.

SPI 3003.8.7 Demonstrate knowledge of the appropriate use of sound devices (i.e., rhyme (internal, slant), rhythm, repetition, alliteration, onomatopoeia).

SPI 3003.8.8 Demonstrate knowledge of characteristics of the characteristics of lyric poetry, blank verse, epics, sonnets, dramatic poetry, and ballads.

SPI 3003.8.9 Identify the common theme in a series of passages.

SPI 3003.8.10 Identify the elements of drama (i.e., stage directions, dialogue, soliloquy, monologue, aside).

SPI 3003.8.11 Locate words or phrases in a passage that provide historical or cultural cues.

SPI 3003.8.12 Analyze texts to identify the author's life experiences, attitudes, viewpoints, and beliefs and how these relate to the larger historical, social, and cultural context of his or her work.

SPI 3003.8.13 Identify classical and literary allusions in context.